

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions.	
Grade Level/Band Standard:	9-12.G.5.2 Identify and explain the characteristics, distribution, and complexity of Earth’s various cultures.	
Student Friendly Language:	I can explain how culture is diverse and complex.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● Compare and contrast the basic aspects of culture from different regions, including: languages, beliefs, social classes, norms, values, and ethnicities.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● Culture is composed of multiple elements.● Culture varies from place to place● Cultures around the world have become intermixed and interdependent.● Conflict can result from cultural differences.● Conflict can result as a culture resists globalization.	<ul style="list-style-type: none">● Culture is a complex mixture of place, physical environment, cultural diffusion and their process of change over time.	<ul style="list-style-type: none">● Compare and contrast different human cultures around the globe.● Determine the impact of cultural distribution as the result of complex human interactions.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">● Culture● Diversity● Elements of culture● Influence● Patterns● Diffusion	<ul style="list-style-type: none">● Misconceive culture and race or ethnicity● Misperceptions that diversity is negative; and people that are different are treated poorly (discrimination).	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 5	<ul style="list-style-type: none">Compare, look for patterns or trends, or identify causes and effects of the elements of culture explaining the cultural characteristics that influence the different distributions of culture throughout the world and SD American Indian reservations.	
Vertical Alignment		
Previous Learning Connections <ul style="list-style-type: none">7.G.5.1 Culture varies from region to region.7.G.5.1 Cultures of the world continue to change spatially.	Current Learning Connections <ul style="list-style-type: none">9-12.G.5.2 Identify and explain the characteristics, distribution, and complexity of Earth’s various cultures.	Future Learning Connections <ul style="list-style-type: none">Multiple career fields use geographic skills
C3 Framework Relevant Skills and Applications		
Constructing Supporting Questions: <ul style="list-style-type: none">D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. Developing Claims and Using Evidence: <ul style="list-style-type: none">D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. Communicating Conclusions: <ul style="list-style-type: none">D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none">Choose specific cultural elements and have the class focus on those specific elements as you investigate different regions, countries, and cultures around the world.		

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<div>Possible Civic Engagement Activities</div> <div>These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.</div>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">Host a classroom debateWork collaboratively to write a resolution	<ul style="list-style-type: none">Debate the question: How is diversity a positive thing for your school, city, region?Students will work together to identify cultural diversity and formulate a mission statement to encourage tolerance and acceptance.